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ABSTRACT

This report presents the findings of an evaluation of a three-year teacher enhancement project from the Social Science Education Consortium (SSEC). Under this project, middle school teachers were recruited and trained to develop and implement integrated science, social studies, and service-learning units in their classrooms. The project offered two cycles of four-week summer institutes for teacher teams from 12 school districts in Colorado, Arizona, and New Mexico. The project also provided staff site visits and other assistance to teachers during the school year following each institute, and offered financial support for participants to attend a project meeting at the National Service Learning Conference held each spring. Using a standardized interview protocol, SSEC evaluators interviewed 55 teacher participants to determine the project's impact on participating teachers. The evaluators used interview responses to determine the effects of project participation on teachers' instruction, their collaboration with their colleagues and the community, and their beliefs about the impact of service learning projects on students' affective and academic learning. This report presents a summary and analysis of participant responses to the following categories of questions: (1) Participant Information; (2) Summer Institute; (3) Unit Implementation; (4) Team Experience and Dynamics; (5) Administrative Support; (6) Personal Impressions; (7) Future Expansion and Workshop; and (8) SSEC Relations and Follow-up. Conclusions and recommendations for future service learning projects are offered. (Author/WRM)

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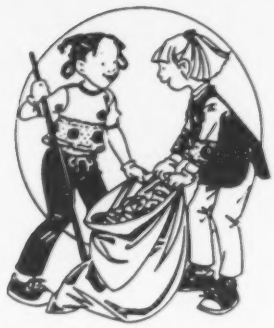
Enhancing Middle School Science Through Community Service



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TEACHER IMPACT EVALUATION REPORT

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Enhancing Middle School Science Through Community Service

TEACHER IMPACT EVALUATION REPORT

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4201 Wilson Boulevard
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Acknowledgments

The Social Science Education Consortium would like to express sincere thanks to the four members of the "Enhancing Middle School Science Through Community Service" Ad Hoc Evaluation Advisory Committee for their efforts in reviewing and critiquing the teacher impact evaluation strategy and the resulting report of the evaluation findings. Each of the Ad Hoc Advisory Committee members has extensive experience in service-learning and program evaluation and provided SSEC invaluable input during this evaluation.

The Ad Hoc Advisory Committee members were:

Dr. Irving H. Buchen, Institute for Advanced Studies, Naples, Florida

Dr. James S. Leming, Southern Illinois University at Carbondale, Carbondale, Illinois

Dr. Rob Shumer, Center for Experiential Education and Service Learning, St. Paul, Minnesota

Dr. Rahima Wade, University of Iowa, Iowa City, Iowa

Executive Summary

The Social Science Education Consortium (SSEC), under a three-year National Science Foundation teacher enhancement grant, recruited and trained teachers and administrators from 12 Colorado, Arizona, and New Mexico school districts in two cycles of four-week institutes in 1993 and 1994. The institutes were designed to train middle school educators to develop and implement integrated science, social studies, and service-learning units in their classrooms. This report provides a summary of 55 in-person and telephone interviews conducted during April, May, and June 1995 as part of the teacher impact evaluation designed to determine the effects of participation in the SSEC service-learning teacher enhancement project on teacher instruction, collaboration with colleagues and the community, and perceptions of service-learning and its impacts on student learning.

More than three-fourths (78.6 percent) of the project participants chose to attend the service-learning institute because they were interested in the topic. Service was a priority in 70.4 percent of the participants' schools and 61.1 percent of the districts. However, 66.7 percent of the educators had no experience with service-learning prior to their participation in the SSEC project. In retrospect, participants gave high ratings to the institute for its provision of service-learning information and their preparation to develop and implement an integrated service-learning unit. Seventy-nine percent of the teachers interviewed implemented a science/social studies/service-learning project during the school year following the institute. Many of the implementing teachers (72.7 percent) were able to integrate content areas in addition to science and social studies.

Some of the benefits of the integrated science/social studies/service-learning approach found by teachers included:

- Enhanced student interest in, understanding of, and attitudes toward both science and social studies.
- Strengthened community and school ties.
- Positive impact on personal philosophy of instruction and feelings of professionalism.
- Improved collaboration with colleagues and community resources.
- Expanded view of the role of students in the community.

Key recommendations for future SSEC service-learning institutes included:

- Use site-based teams of middle school educators.
- Provide detailed information about service-learning as well as institute and school-year expectations of teachers prior to the institute.
- Draw on the experience of teachers who have implemented integrated service-learning during institute presentations.
- Provide early, frequent, and ongoing follow-up technical assistance and support to teachers during implementation phase of project.
- Provide team updates to participants during the school year.
- Develop a newsletter to share unit plans and service-learning teaching strategies that integrate service-learning with content.

Overview

"Enhancing Middle School Science Through Community Service," a three-year teacher enhancement project of the Social Science Education Consortium (SSEC) funded by the National Science Foundation, recruited and trained middle school teachers to develop and implement integrated science, social studies, and service-learning units in their classrooms. The project offered two cycles of four-week summer institutes for teacher-teams from 12 school districts in Colorado, Arizona, and New Mexico. In addition, the project provided staff site visits and other assistance to teachers during the school year following each institute and offered financial support for participants to attend a project meeting at the National Service Learning Conference held each spring.

This report presents the findings of an evaluation of the project's impact on participating teachers. Using a standardized interview protocol, SSEC evaluators interviewed 55 teacher participants, 12 in person, the remainder by telephone (see interview protocol attached to this report). The evaluators utilized interview responses to determine the effects of project participation on teachers' instruction, on their collaboration with their colleagues and the community, and on their beliefs about the impact of service-learning projects on students' affective and academic learning. This report presents a summary and analysis of participant responses to the following categories of questions: (1) Participant Information, (2) Summer Institute, (3) Unit Implementation; (4) Team Experience and Dynamics; (5) Administrative Support; (6) Personal Impressions; (7) Future Expansion and Workshop; and (8) SSEC Relations and Follow-up. Finally, the report offers conclusions and recommendations for future service-learning projects offered by the Social Science Education Consortium.

Participant Information

SSEC project staff invited interested middle school educators in Colorado, Arizona, and New Mexico to apply as five-member teams—generally two science and two social studies teachers plus an administrator—to attend each summer service-learning institute. Because of district priorities and needs, participating teams did not all match the SSEC project staff's initial design. For example, 66.7 percent of teacher respondents were middle or junior high school teachers; 33.3 percent were upper-elementary teachers. One district, the Tucson Unified School District (TUSD), elected to send a district-wide team of middle school science and social studies teachers to each summer institute, in order to facilitate broad dissemination of project ideas throughout the large district's middle schools. As a result, teachers on the Tucson team did not in most cases know each other prior to the institute and would not teach together during the school year following the institute.

Of the respondents, 66.7 percent reported that they had no experience with community-based service-learning prior to attending the institute; 25.9 percent reported they had implemented school-based service projects prior to attending. Yet 70.4 percent reported that service was a priority in their schools, and 61.1 percent reported that service was a district priority. The schools and communities represented by participants were predominantly urban (59.3 percent); 74.0 percent were lower to lower/middle income.

Summer Institute

Interviewers asked teachers to describe how and why they became involved with the project and probed for how well the institute prepared them to develop and implement a science/social studies/service-learning unit. Over the two years of summer institutes, 52.7 percent of participants learned about the project through an administrator; 27.3 percent of participants in the second summer institute learned of the project through a Year One participant. A large majority (87.3 percent) of teams were formed by teachers who volunteered to be involved; only 10.9 percent of teachers were appointed to attend the institute by a school or district administrator.

More than 78 percent of participants reported they decided to attend the institute because of their interest in the service-learning topic; a smaller number reported other reasons for attending, including (1) the institute fit their personal teaching philosophy, (2) the topic matched district learning outcomes, (3) the credit hours offered, and (4) Boulder was an appealing location. A very small number reported the stipend was a reason they chose to attend the institute. However, many teachers made it clear that they appreciated being paid for their participation, noting that receiving pay for work outside the classroom is not the norm in the teaching profession. Many saw the stipend as a bonus, although not as a primary reason to attend the institute.

Participants were asked to rate how well the institute provided information about service-learning and prepared them to develop and implement an integrated science, social studies, and service-learning unit. (In these questions, and throughout the remainder of the interview, a Likert scale rating of 1 to 5 was used, with 1 = low or unsatisfactory, and 5 = high or excellent.) Participants rated the institute's provision of general information on service-learning a very high mean of 4.7; they rated their preparation to develop an integrated unit a high mean of 4.2 and their preparation to implement the unit a somewhat lower mean of 3.9. In their comments describing what the institute might have done to make their planning and implementing easier, participants reported the following:

- TUSD teachers reported their team structure posed difficulties for them in planning a unit during the institute, knowing they would not be teaching the unit as a team; they also reported

difficulty in working together at the institute because they did not know each other and felt they were a team in name only. These teachers also reported needing training on how to integrate other teachers into the project when they returned to their school sites.

- Other teachers reported needing more practical, "how-to" strategies to deal with barriers to implementation they would encounter in their school sites; for example, they wanted more information about how to contact community members and how to overcome logistical difficulties.
- Many teachers suggested using a classroom teacher who has implemented this kind of integrated service-learning unit as a speaker and resource person during the institute.
- A number of teachers reported that it would have been beneficial to receive more information prior to the institute on the topic of service-learning, as well as on SSEC project staff expectations for the institute. A few teachers reported that a site visit by SSEC staff prior to the institute could have provided this information, as well as a clearer idea of what resources (books, community telephone numbers) to bring to the institute.

Unit Implementation

Seventh-nine percent of teachers interviewed implemented a science/social studies/service-learning project during the school year following the summer institute. Many of the teachers (72.7 percent) who implemented a unit were able to integrate content areas in addition to science and social studies: 69.1 percent included language arts; 56.4 percent included math. Those teachers who were unable to implement the science/social studies/service-learning unit they had developed during the institute reported the following reasons for their lack of success: (1) transfer to a teaching assignment in a different school; (2) transfer to a new teaching team within the school; (3) lack of team planning time/poor communication among team members; and (4) inability to implement the unit as an individual, without a team.

Unit topics, as well as the duration of projects, varied widely. The topics generally reflected issues of importance to communities represented by the teams. Topics included environmental education, with emphasis on desert plants, animal habitat, water and other resource use; arid climate gardening and botany; natural history; HIV/AIDS; and hunger. Service-learning projects undertaken in conjunction with the units also varied widely. Service-learning projects ranged from developing and implementing an in-school recycling program to creating and installing bat houses in a local park as a means of mosquito control. The length of time spent on the instructional units and service-learning projects ranged from one or two weeks of instruction and service-learning activities to several month and even yearlong projects.

Teachers were asked to rate the impact of student participation in the service-learning project on student interest in science and social studies, on student understanding of science and social studies con-

cepts, and on student attitudes toward the two content areas. On a scale of 1 to 5, teachers rated the impact of the service-learning project on students as follows:

- Interest in science—Mean = 3.9
- Interest in social studies—Mean = 3.8
- Understanding of science concepts—Mean = 3.8
- Understanding of social studies concepts—Mean = 3.9
- Attitudes toward science—Mean = 4.0
- Attitudes toward social studies—Mean = 3.9

As these ratings show, teachers believed that student participation in the service-learning project enhanced their interest in, understanding of, and attitudes towards both science and social studies. Student attitudes toward science in particular were felt to be positively affected by the service-learning project. The positive ratings help to explain why so many teachers (87.5 percent) reported they will continue to include integrated content and service-learning projects in their future teaching.

Teachers were asked to rate how valuable students felt the service-learning project was to them personally, academically, and to the community. On a scale of 1 to 5, teachers rated how students valued the project as follows:

- Personally—Mean = 4.3

This rating reflects teachers' view that students found the service-learning project highly valuable to them as individuals. Teachers reported that many students said they "felt good inside" because the project enabled them to help people; others reported that students felt proud of their projects, took the project personally, and "took ownership" of the project.

- Academically—Mean = 3.9

This rating reflects teachers' view that students saw the service-learning project as academically valuable. Teachers reported that involvement in the service-learning project boosted student attendance; that the service project "got kids hooked" academically; that it got a wide variety of students interested; and that it "gave them an authentic place" to learn. Some teachers, especially at the upper elementary level, reported that while students were fully engaged with the project and learned from it, they were not developmentally able to understand the service-learning project as an academic pursuit.

- To the community—Mean = 4.1

This rating reflects teachers' view that students saw the service-learning project as valuable to the community. Some teachers reported that community and news media attention paid to the service-

learning project enhanced students' view of the project as valuable to the community. Only three teachers commented that their students didn't understand the project's connection or value to the community.

Of the teachers who were able to implement a service-learning project, 85.1 percent reported involving students in planning the project. Many teachers reported that student involvement in planning was a key to student interest in and commitment to the project.

Of the teachers who implemented a service-learning project, 87.0 percent involved outside resource people, including parents and other community members, in their service-learning efforts. These community resource people offered a wide variety of services, including speaking to classes, facilitating activities, providing transportation, giving on-site tours at recycling centers and other related project locations, and providing financial and other in-kind support.

Nearly every teacher (95.6 percent) who implemented a service-learning project reported using student reflection strategies in conjunction with the project, either journal writing, other writing assignments, or class discussion, to assess student learning and feelings related to the service-learning project. Those few teachers who reported that they did not make use of reflection strategies said they would make an effort to do so in future projects.

Teachers were asked to rate the extent to which the service-learning project strengthened community and school ties. On a scale of 1 to 5, teachers reported a mean of 4.0, indicating a high degree of strengthened ties between the school and community as a result of the service-learning project. When asked to comment about ties between the school and community that resulted from the service-learning projects, teachers reported an increase in communication between the school and community, increased community understanding and awareness of the school's needs, recognition and respect from the community for the school's undertaking service-learning projects, and increased adult involvement with students. An Arizona teacher whose students developed a garden project noted that the project "broke the ice" with Hispanic parents; the service project helped to make a cross-cultural connection between this teacher's school and community. Many teachers reported feeling delighted and surprised by the positive response to students and the service-learning project among community members.

Teachers were asked to describe the greatest strengths of their integrated science/social studies/service-learning units. Among the most frequent responses were (1) the hands-on learning experience afforded by the service-learning project; (2) student connection with the larger community as a result of the service-learning project; (3) teachers' enhanced ability to integrate across academic disciplines; and (4) the unit topic's relevance to students. Of teachers who implemented units, 87.5 percent reported they

would teach their units again; many reported they would begin the unit earlier in the year, include more resource people, and work more closely with other team members when they teach it again.

Team Experience and Dynamics

Teachers were asked to rate how well their team functioned during the school year on a scale of 1 to 5. Teachers rated their team's functioning at a mean of 3.3, indicating a barely satisfactory level of function. In spite of the fact that most teams were from middle schools, only 36.0 percent reported sharing common planning periods with other teammates. A vast majority—91.3 percent—reported that their team encountered obstacles during the process of implementation. The most frequently cited obstacles included the lack of common planning time, scheduling difficulties, and other logistical problems.

Some TUSD participants found it difficult to return to their schools and implement the unit on their own; many found it difficult to recruit colleagues to become involved with the project. Others, however, were able to enlist the support of grade-level teams in their schools to implement the unit, especially in schools with established grade-level teams.

Administrative Support

Teachers were asked to describe what administrative support, if any, they had received for the project. Nearly 60 percent of teams had an administrator attend the institute with them; they rated the value of the team administrator's involvement at the institute a mean of 3.9 on a scale of 1 to 5. Teachers rated their administrator's involvement during the school year a somewhat lower mean of 3.6. Teachers reported approval and encouragement for the project as the most common types of administrative support they received during the school year. Many teachers noted that administrators generally were not able to offer them financial assistance for the project or release time for planning. Some reported that the most valuable administrative support they received was that the administrators did not "stand in their way."

Personal Impressions

When asked to describe their greatest satisfactions with implementing their integrated service-learning unit, teachers reported a wide range of positive outcomes, both for themselves and for students. The most commonly reported satisfactions with the unit included:

- Student enthusiasm and excitement about the unit. Teachers reported that students were highly involved in the unit and felt a sense of accomplishment as a result of the unit.

- Providing an authentic learning experience for students. Teachers reported a high level of student interest in science content through the unit's hands-on approach; teachers reported that students felt they did something worthwhile in the community; teachers expressed satisfaction with having created this "real" learning opportunity for students.
- Low-achieving students and "trouble-makers" got excited by the project, enjoyed the unit, and did especially well in the service-learning portion of the unit.
- Students expressed a sense of pride about themselves and their achievements through participation in the unit.
- Teachers reported a feeling of mastery and achievement as a result of creating and implementing a successful integrated unit.
- The school and students received public recognition for undertaking a worthwhile project in the community.

Teachers were asked to rate the impact participation in the SSEC service-learning teacher enhancement project had on them as a professional. On a scale of 1 to 5, teachers rated the impact as very high, with a mean rating of 4.6. Teacher comments support this high rating:

- Many teachers reported feeling inspired by the project and confident about involving students in the community in their future teaching. As one teacher reported, "I'll be using service-learning for a long time. I feel I know how to do it and I know its impact on kids."
- Many teachers commented that the project helped them make learning "real" for students. "Prior to the institute," said one teacher, "I was kind of at a loss about how to make social studies more concrete and worthwhile to students." Another commented that the project "helped me show students how to apply learning to real life." Yet another teacher remarked that the project "gave me direction and the confidence to teach as I want to teach; it validated and expanded what I do."
- Several teachers reported that they plan to expand service-learning into other projects and content areas; many also reported that they have motivated colleagues to try the service-learning approach in their classrooms.

Teachers were asked to rate the impact participation in the SSEC project had on their level of collaboration with colleagues and with the community. On a scale of 1 to 5, teachers rated the impact on their collaboration with colleagues a mean of 3.9, indicating a positive impact. Teacher comments help to explain this rating. For those teachers who reported no impact, many said that they already collaborated and worked well as a team; for others, negative team dynamics got in the way of collaborating during the school year. While some teachers reported difficulty in convincing non-participant teachers in their schools to become involved with the project, others reported that they now talk with colleagues about service-learning "all the time." As noted above, many have convinced colleagues to implement a service-learning project.

In rating the impact of their involvement in the SSEC project on their collaboration with the community, teachers rated it a mean of 3.6, indicating a positive impact. In their comments, many said they wish they had done more with the community, but expressed a greater level of confidence in their ability to work with and contact the community than they had felt prior to their involvement in the project. Many expressed the desire to build on the community contacts they have made to increase their community/school collaboration in the future.

Teachers were asked to rate the degree to which participation in the SSEC project affected the type of teaching strategies they use. On a scale of 1 to 5, the mean rating was 3.8, indicating a positive impact. Again, teacher comments are helpful in explaining this rating. A large number of teachers commented that they were already using a hands-on approach in their teaching prior to their involvement in the project; they acknowledged, however, that the project reaffirmed and validated this approach. Several teachers said the project reinforced the view that students need "real life" learning experiences and that it reinforced the importance of involving students in the community as a teaching strategy.

Teachers were asked to rate the degree to which involvement in the SSEC project influenced their philosophy of instruction. On a scale of 1 to 5, the mean rating was 3.7, indicating a positive impact. A majority of teachers commented that the project reinforced or expanded their philosophy of teaching, rather than changing it. Others reported that they have a stronger belief in service-learning since their involvement in the project; one teacher noted that the project provided the tools to implement his philosophy of teaching. Several said the project helped them move towards hands-on, "realistic" teaching and away from traditional, textbook-driven teaching.

When teachers were asked whether involvement in the SSEC project had influenced their view of students' role in the community, 85.2 percent responded that it had changed their view. In their comments, teachers expressed the realization that students can and want to be more involved in the community than the teachers had originally believed; involvement in the project made many teachers aware that students are needed and wanted in the community. Others reported that the project helped students build the confidence needed to become involved and make a difference in the community.

Future Expansion and Workshop

Of teachers interviewed, 68.5 percent of teachers reported that they had conducted an awareness workshop about the SSEC project to other teachers in their schools and districts. Those teachers who did not conduct a workshop reported scheduling difficulties, as well as lack of administrative support, as reasons why they were unable to present a workshop. Many teachers who conducted a workshop de-

scribed it as a professional growth opportunity for them; one teacher expressed pride in her ability to offer an inservice to colleagues: "I did an inservice that I felt proud to give and share; participants learned a lot about service-learning." Most teachers reported talking informally with other colleagues about their units and about integrating service-learning into other classes and content areas. As previously noted, most teachers (87.5 percent) also said they were committed to teach and expand their integrated science/social studies/service-learning units in the next school year.

SSEC Relations and Follow-up

The final section of the interview asked teachers to comment on SSEC staff contacts and follow-up with teachers during the school year following the institute. Asked whether they had had problems with implementation that the SSEC staff helped them solve, 81.8 percent of teachers said they had not turned to SSEC for help in solving unit implementation problems. While many reported having problems implementing their units, they often commented that the problems were school-based and they didn't think of involving the SSEC staff in finding a solution. Only 41.8 percent of teachers indicated that they had called SSEC staff during the year, often to help arrange a staff site visit or to return a phone call from project staff. The majority of teachers did not initiate contact with project staff during the school year.

Teachers were asked to report what types of SSEC support had been most useful to them during the school year. Responses included site visits to their school (45.0 percent) and encouragement offered by staff (20.0 percent); 27.8 percent reported they had not received any support from project staff during the school year.

When asked to describe how SSEC follow-up and technical assistance could be improved, the majority of comments clustered around two suggestions:

- More site visits. Many teachers reported wanting more and longer site visits by project staff, including site visits to coincide with team planning time. Many reported that a site visit by staff earlier in the fall would have helped in their initial unit implementation. Teachers expressed a need for more time during site visits to discuss issues related to their unit implementation with the project staff.
- More newsletters/updates. A large number of teachers reported needing earlier and more frequent updates on the activities and progress of other teams. In addition, many reported the need for a newsletter that included strategies and ideas for implementing service-learning projects; some suggested that a once-a-month newsletter or update would have been beneficial.

Finally, teachers were asked to rate the utility of the institute participants' reunion held at the National Service Learning Conference, which 52.3 percent of teachers attended. On a scale of 1 to 5, teachers rated the reunion a mean of 4.5, indicating that teachers believed the reunion was very useful. When

asked to rate the overall utility of the conference itself, teachers offered a mean rating of 4.5, indicating a high level of utility. Teachers reported that the reunion provided a valuable opportunity to share experiences with other project teams and to learn from other teams' successes and failures in implementing their units. Teachers reported that the conference offered new ideas, inspiration, and validation for their own service-learning efforts.

Conclusions/Recommendations

"Enhancing Middle School Science Through Community Service" was a highly ambitious three-year project that resulted in many positive outcomes for participating teachers, their students, schools, and communities. Participating teachers came to the project's summer institutes with a strong commitment to the philosophy of service-learning. Yet most had no prior experience with service-learning, and some had no experience with team-teaching or developing integrated curriculum units. That nearly 80 percent of participants were successful in implementing integrated science/social studies/service-learning units in their classrooms, in spite of significant obstacles, is a credit both to these teachers and to project staff, who laid the foundation for teacher success.

The following are recommendations for future SSEC service-learning training programs that emerge from interview data:

1. Encourage institute attendance by site-based, as opposed to district-wide, teams. If practicable, solicit school administrators' agreement that participating teams will remain teams in the school year following the institute.

2. In pre-institute communication with teams, provide detailed information about service-learning as well as institute and school-year expectations for teachers; include a list of suggested classroom and community resources for participants to bring with them to the institute.

3. Include as institute speakers teachers who are experienced in implementing integrated service-learning units. Encourage them to specifically address obstacles they faced in implementing their project and the strategies they used to overcome these obstacles.

4. Provide early, frequent, and ongoing support for teachers during the implementation phase of the project. When possible, schedule site visits to coincide with teacher release time, so that teachers can discuss their projects and make the most of staff time and expertise.

5. Provide frequent team updates to participants during the school year; encourage teachers to create their own electronic mail or other networks to share ideas and strategies.

6. Develop and distribute a newsletter or other publication devoted to unit plans and teaching strategies that integrate service-learning with important academic content.

Many of these recommendations require project funding at or above the level for the current project. Funding for post-institute follow-up activities may prove the key to successful implementation and institutionalization of integrated content and service-learning projects in schools. "Enhancing Middle School Science Through Community Service" enabled participating teachers to develop authentic science and social studies learning experiences for hundreds of students. It is hoped that this report will be useful in planning future service-learning teacher enhancement projects that build on the successes of this project.

APPENDIX

Teacher Protocol

Enhancing the Middle School Curriculum through Community Service
Teacher Interview Cover Sheet

Name: _____ Grade: _____

Telephone: ( ) _____ (W) ( ) _____ (H)

I. SCHOOL

School: _____ District: _____

☐ Elementary ☐ Junior High ☐ Middle School ☐ High School

Total No. Students: _____ No. Students in Your Grade: _____

No. Students Involved in Integrated Unit: _____

Student body composition:

_____ % White	_____ % Hispanic
_____ % African American	_____ % Asian
_____ % American Indian	_____ % Other

Prior service experience:

Is service a priority for school/district?

Other Current Service Programs/Activities in:

School:

District:

II. PARTICIPANT PROFILE

Teaching Assignment: _____

Subject(s) taught: _____

Years in school: _____ in district: _____ in assignment: _____ as teacher: _____

Participated in Project: ☐ 1993-94 ☐ 1994-95

Educational Background: Degree:_____ Year: 19_____ In: _____

Degree:_____ Year: 19_____ In: _____

III. COMMUNITY

Community: _____ State: ☐ CO ☐ NM ☐ AZ

☐ Urban ☐ Suburban ☐ Rural

Community Characteristics:

Average Income:

☐ Low ☐ Low/Middle ☐ Middle ☐ Middle/High ☐ High

Ethnicity:

☐ White ☐ African American ☐ American Indian

☐ Hispanic ☐ Asian ☐ Other _____

Employment Base:

☐ Agricultural ☐ Industrial ☐ White Collar ☐ Mixed

☐ Other _____

Name: _____ Date: _____

TEACHER INTERVIEW PROTOCOL

INSTITUTE

1. How did you first find out about the Project?

2. How was your team formed?

3. Why did you decide to participate?

5. In retrospect, how well did you understand the following prior to attending the institute?:

   1 2 3 4 5 institute goals -

   1 2 3 4 5 institute requirements - (developing unit)

   1 2 3 4 5 post-institute expectations - (implementing/evaluation/workshop)

6. How well did the institute: (please rate on a scale of 1 to 5 with 5 being the best) Probe for specifics.

   1 2 3 4 5 provide adequate general information on service-learning?

   1 2 3 4 5 prepare you to develop an integrated science, social studies and service-learning unit?

1 2 3 4 5 prepare you to implement the unit?

9. What might the institute have done that would have made your own planning and implementing easier?

IMPLEMENTATION

Unit Specifics

12. What is the topic of your integrated unit?

13. Describe your integrated unit and how you implemented it in your school or classroom.

14. How many hours per week was your unit taught? _____ Over how many weeks? _____

15. Yes No Did you change your unit between the end of the institute and when you first implemented it?

If yes, what changes were made? Why?

16. Please estimate the relative weight between science and social studies in your unit:

as planned: _____% science and _____% social studies
as implemented: _____% science and _____% social studies

19. **Yes** **No** In addition to science and social studies, were you able to integrate other content areas into the unit?

Content Area	How was it involved?	What was the level of involvement?
Language Arts		
Math		
Art		
Industrial Arts		
Home Ec		
Music		
PE		
Foreign Language		
Other:		
Other:		

20. Describe your service project(s).

21. 1 2 3 4 5 Rate how well you think your students understood the links between the service project and in-class lessons and activities.

Explain.

22. Rate the impact of student participation in the service project on their

1 2 3 4 5 interest in science

1 2 3 4 5 interest in social studies

1 2 3 4 5 understanding of science concepts

1 2 3 4 5 understanding of social studies concepts

1 2 3 4 5 attitudes toward science

1 2 3 4 5 attitudes toward social studies

23. Rate how valuable you think your students felt the service project was.

1 2 3 4 5 personally

1 2 3 4 5 academically

1 2 3 4 5 to the community

Explain.

24. Were students involved in planning the service project? If so, how?

25. How much total time did students spend on the service project?

_____ approximate numbers of hours over _____ weeks

26. Yes No Did you use outside resource persons in your service effort?

Yes No Did you use parents as resource people?

How were these people used?

How much contact did they have with the students? _____ class periods

27. **Yes** **No** Did you use any student reflection strategies in conjunction with your service project?

What strategies? How often?

How were student reflection responses used?

28. 1 2 3 4 5 To what extent did the service project strengthen community/school ties?

Examples.

29. What were the three greatest strengths of the unit?

30. **Yes** **No** Will you teach this unit again?

When you teach the unit again, what changes will you make? (Example: timing-placement in school year, length and duration, service project, # lessons, content areas, etc.)

Team Experience and Dynamics

32. 1 2 3 4 5 On a scale of 1 to 5, please rank how well your team functioned overall.

33. Yes No Did you share common planning periods with other teammates?

34. Yes No Did your team encounter obstacles during the process of implementation?

How did you deal with the obstacles?

Administrative Support

36. Who are the administrators who supported the project?
Administrator: _____ Title: _____
Administrator: _____ Title: _____
Administrator: _____ Title: _____

Yes No Did an administrator attend the institute?

37. Please rate on a scale of 1 to 5, how valuable your team administrator's involvement was:

1 2 3 4 5 during the institute

1 2 3 4 5 during the school year

Explain

38. What specific administrative support did you receive to aid implementation?

Personal Impressions

40. Having implemented the unit, what were your greatest satisfactions?

42. 1 2 3 4 5 Rate the impact participation in the SSEC Project has had on you as a professional.

Explain.

43. To what degree, if any, has the SSEC Project had an impaet on your overall level of collaboration:

1 2 3 4 5 with colleagues?

1 2 3 4 5 with the community?

Explain

44. 1 2 3 4 5 To what degree, if any, has participation in the SSEC Project affected the type of instructional strategies you use in your classroom? Please elaborate.

45. 1 2 3 4 5 To what degree has involvement in the Project influenced your philosophy of instruction?

Explain.

46. Yes No Has involvement in the Project influenced your view of students' role in the community?

Future Expansion and Workshop

48. Yes No Did you conduct an awareness workshop?

If yes, when, where, to whom? Attendance?

SSEC Relations and Follow-up

51. Yes No Did you have problems/issues related to implementation that SSEC staff helped you with?

Yes No Did you contact SSEC project staff? Why/why not?

What other SSEC support was most useful? (Examples: site visits, newsletters)

How could SSEC follow-up and technical assistance be improved?

52. 1 2 3 4 5 If you attended, rate the utility of the Reunion at the National Service Learning Conference.

1 2 3 4 5 If you attended, rate the overall utility of attending the National Service Learning Conference.

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